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ABSTRACT

"Managing Reading By Objectives" (MRBO), the Beaverton (Oregon) School District's reading instruction system--based on learning objectives shared among parents, students, teachers, and administrators--is described through summaries, articles, diagrams, and policy statements. This compilation includes (1) an information sheet; (2) a flow chart; (3) a glossary of terms and two charts showing the instructional plan; (4) a brief lieterature review, including a list of conditions promoting student achievement; (5) a summary of research on reading skills and teaching techniques; (6) a newsletter article on the philosophy and characteristics of outcome-based education; (7) the timeline of the inservice program used to introduce MRBO; (8) the school district's overall philosophy and instructional goals; (9) district policies on inservice, instructional materials selection, testing, and community volunteers; (10) a letter accompanying reading progress reports; (11) a chart showing parties involved in MRBO; (12) a student progress report form and two charts explaining student evaluation and its use in program planning; (13) an evaluation of MRBO; and (14) a chart showing benefits of a systems approach. (MCG)

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Clinic No. F-92 Speaker: Holt et. al.
(Oregon)

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Beaverton, Oregon
Clinic No. F-92

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OUR KIDS LEARN TO READ WHEN EVERYONE GETS INTO THE ACT

Beaverton Schools created MRBO, Managing Reading By Objectives, based on a very simple notion; you stand an excellent chance of reaching your instructional goals in reading when everyone involved in the reading process knows where you are going and when you get there. Parents, students, teachers, and administrators in Beaverton share a clear understanding of the instructional goals, priorities, and assessment procedures used in twenty-six elementary schools (grades 1-6) and six intermediate school resource rooms monitoring growth in reading.

This instructional management system was developed over the last ten years and is fully operational for nearly 10,000 students. The use of criterion-referenced tests correlated to specific objectives yields computer printouts for individual students or groups of students at any time during the school year. These tests can also be used in conjunction with norm-referenced tests given once a year in Beaverton to ascertain a complete picture of how well students in Beaverton are doing in relationship with districts of comparable demographic makeup.

In its extended development period, provisions were made for MRBO to integrate the demands for public accountability in the basic skill of reading, research on effective schools, management of resources in a time of decline, implementation of PL 94-142, appropriate instruction of the gifted and the transmission of skill acquisition between the elementary and the secondary levels. Research results of the program's effectiveness gave the Beaverton School Board confidence to support the program by expanded computer services to manage the current and history data, and additional teacher aide time needed to accomplish the assessment aspects of the program.

Instructional methods or materials are still the responsibility of the classroom teacher or the learning specialist so a broad and comprehensive reading program is still being delivered. But for the parent of a child reading at the fourth grade level, they are assured that the child will receive instruction at that level without omissions or overlaps.

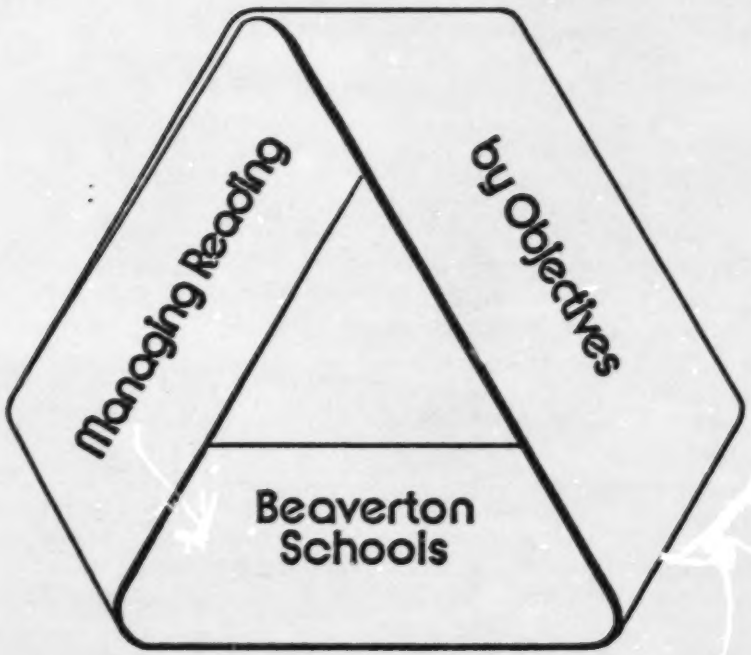
The first rule learned in advertising is to "put a hat in a hat ad." What the parents, patrons, and students in Beaverton can trust is that reading is being taught in a systematic, measurable way at the child's appropriate instructional level.

Beaverton's School Board can assure its public that it has given its district-wide philosophical and financial support to MRBO to ensure that the basic skills of reading are acquired by every student.

◀ CURRICULUM PLANNING

DIAGNOSIS ▶ PRESCRIPTION ▶

FACILITATION ▶ EVALUATION ▶



A TEACHER DEVELOPED SYSTEMS APPROACH FOR READING MANAGEMENT

OUR KIDS LEARN TO READ WHEN EVERYBODY GETS INTO THE ACT

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MRBO HELPS PARENTS

Parents and others have the right to high expectations from the Beaverton School District in the teaching of reading. Reading is probably the most important skill that a child must learn in order to be able to cope with today's world.

Being able to read well will be important throughout an individual's life. Reading is the key to all other subjects taught in any school. It is vital to most career choices. It provides an individual new avenues of experience and gives personal satisfaction.

MRBO can be used by parents and others as a tool to ensure that the Beaverton School District is meeting their expectations on a long-term basis.

MRBO allows parents and others:

--to expect that specific standards exist in the rich and diversified reading program in each classroom in the Beaverton School District.

--to know what the reading skills are that their child must learn and the specific skills on which their child is working.

--to know there has been no unnecessary overlap or omission in their child's reading instruction program between grade levels or if a child is transferred between schools within the district.

--to know exactly where their child is in his or her reading development.

MRBO HELPS STUDENTS

MRBO allows each student:

--to progress at his or her own learning rate.

--to become aware of areas of strength and weakness, while concentrating on the specific skills in which the student needs greater proficiency.

--to gain a feeling of satisfaction as he or she masters each objective.

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EVALUATION SHOWS RESULTS

Reading test results from schools using MRBO have shown an improvement in students' reading ability.

Information on reading achievement in grades 3 and 5 is available since 1975, prior to the time when MRBO was introduced at these schools.

In grade 3, students were generally reading well before the introduction of MRBO and they continue to do so. However, improvement in reading scores has occurred for the 3rd graders in the top 25 percent of the class.

In grade 5, improvements have been noted for all students. At this grade level, the improvement is most noticeable for those in the bottom half of the class.

In schools using MRBO for the last two years, 75 percent of the students in grades 3 and 5 are reading at or above grade level.

The district has also surveyed teachers for their reactions to the MRBO program. Teachers surveyed indicated that MRBO has provided them with valuable information about their students and has helped them organize their teaching of reading.

The major drawback expressed initially by teachers was the amount of time required to use the program. However, as the system is used for a longer period of time, teachers report more efficient and effective skill instruction leaving additional teaching time.

MRBO RECOGNIZED IN STATE

MRBO satisfied all of the recommended practices of the "Plan To Read" prepared by the Oregon Department of Education and was chosen for inclusion in one of its publications, "Promising Practices in Oregon Education after appraisal by educators outside the district. The appraisal was done by the Association for Supervision and Curriculum Development (ASCD).

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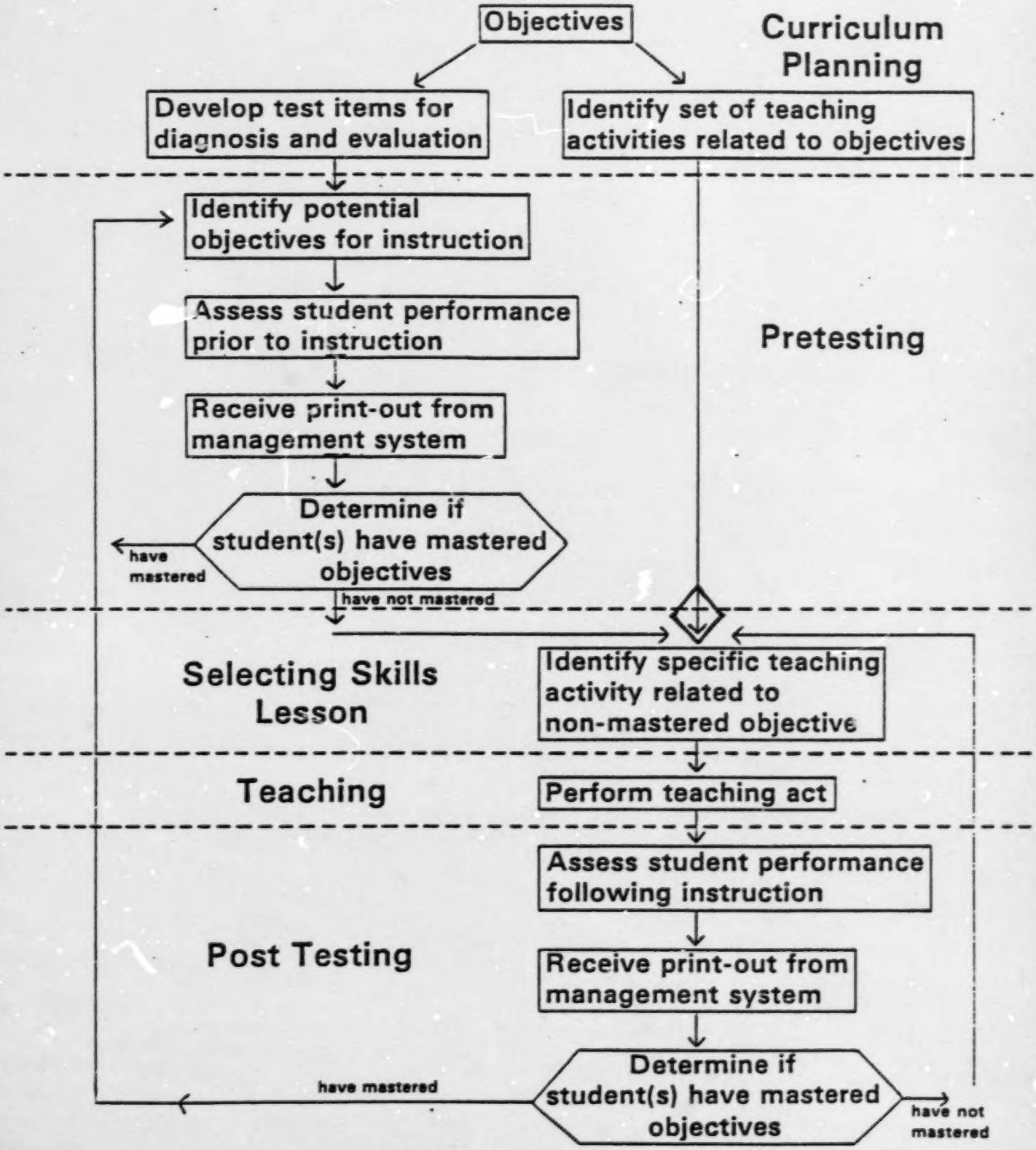
Managing Reading by Objectives


Objectives
Curriculum Planning
Develop test items for diagnosis and evaluation
Identify set of teaching activities related to objectives
Identify potential objectives for instruction
Assess student performance prior to instruction
Pretesting
Receive print-out from management system
Determine if student(s) have mastered objectives
have mastered
have not mastered
Selecting Skills Lesson
Identify specific teaching activity related to non-mastered objective
Teaching
Perform teaching act
Assess student performance following instruction
Post Testing
Receive print-out from management system
Determine if student(s) have mastered objectives
have mastered
have not mastered

DEFINITION OF TERMS

1. MRBO--An acronym for Managing Reading By Objectives. This is a system of objectives, tests, procedures, and materials for managing student data for reading skills, which is provided to help teachers manage their reading programs.

2. MABO--An acronym for Managing Arithmetic by Objectives. This is a system of objectives, tests, procedures, and materials for managing student data for math skills, which is provided to help teachers manage their math programs.

3. Objective--An objective in the MRBO/MABO system is a statement that describes the skill which a student is expected to master. Even though the objective very precisely describes how a skill is to be tested, the teacher should teach the skill from various perspectives.

4. Criterion and Norm Referenced Tests--The tests being used in the MRBO/MABO system are referred to as Criterion Referenced Tests or CRTs. CRTs are developed to measure the attainment of a criterion for mastery of predetermined objectives. For the tests to be valid, they must measure precisely the intent of the objective. In contrast, norm referenced tests are developed so you can compare the standing of a student in relation to other students in some reference group or norm. Usually norm referenced tests cover a general ability or skill, as in most standardized tests.

5. MRBO Placement Tests--These tests are used to identify at which level it would be most appropriate to begin testing new students in the MRBO system. There are eight placement tests, covering the levels of 2.1, 2.2, 3.1, 3.2, 4, 5, 6, and 7. Each contains 12 reading comprehension items that should determine if a student can successfully read and comprehend material at the level identified. Each test should take no more than 20 minutes to administer.

6. MABO Placement Tests--These tests are used to identify at which level it would be most appropriate to begin testing new students in the MABO system. There are six placement tests covering the levels of 1, 2, 3, 4, 5, and 6. Each test contains a sample of items that should determine if a student can function at the level specified.

7. Survey Tests--These tests cover more than one objective at a level. They have between three and five test items per objective. The criterion for passing these tests is 100 percent. All survey tests for a given level can be answered on one answer sheet.

8. Individual Objective Tests--These tests cover only one objective per test. There are usually 5 or 10 questions on the test. The criterion to pass is 80 percent. Six of these tests can be put on a scan sheet (answer sheet) for individual objective tests. It is possible to put tests on levels three to six on the same scan sheet.

DEFINITION OF TERMS (Continued)

9. Class Matrices--In order to help teachers identify instructional groups in their classes, MRBO/MABO provides a set of matrices that the teacher can use to record the results of testing. A matrix covers all the objectives tested at a particular level. The matrix includes the test numbers that can be used to assess each skill.

10. Student Progress Report (MRBO)--This form can be used to record the continuous progress of each student through the objectives for MRBO (grades 1 through 6). It lists the major headings for four of the five areas (phonics has a separate form) covered in MRBO with spaces to check the progress of students through the levels. Teachers may prefer to use the computer printed Reading Skills Profile (see #15).

11. Math Progress Report--This report can be used to record continuous progress of each student through the objectives for MABO (grades 1 through 6).

12. Basic Strand--This is an abbreviated set of objectives which includes the essential skills needed by all students.

13. Standard Strand--This includes the total set of objectives subsumed under the five areas of Comprehension, Vocabulary, Structural Analysis, Phonics, and Study Skills.

14. Challenge Strand--This strand includes a set of objectives intended for use with able readers who have demonstrated mastery of the standard strand objectives at or above grade level. These objectives are listed under three areas: Interpretive Reading, Self-Directed Reading, and Creative Reading, and provide extension and development of skills beyond the basic program.

DATA PROCESSING REPORTS AVAILABLE: Students, parents, teachers, and administrators

15. Reading Skills Profile (Computer Progress Report)--This report lists the progress a student has made in reading, grades 1 through 6. It includes information on reading skills in the areas of comprehension, vocabulary, structural analysis of words, study skills, and phonics. It indicates if a student has been extending reading skills in the Challenge Strand. Reading test scores in comprehension and vocabulary on the Science Research Associates (SRA) reading test are also included.

16. Math Skills Profile (Computer Progress Report)--There are two Math Skills Profiles, levels 1-4 and levels 3-6. These reports list progress a student has made in math grades 1 through 6. It includes information in the areas of number concepts, communicating ideas, estimates and approximation, computation, problem solving and applications, geometry, measurement, graphs and charts. Math test scores in concepts, computation, and problem solving on the Science Research Associates (SRA) test are also included.

DEFINITION OF TERMS (Continued)

17. Pass/Instruct Report--Tests scored at levels 3 through 6 are reported to teachers indicating for each student tested the objectives passed or those requiring more instruction.

18. Group Status Report--At the beginning of a school year or during the year, a teacher may request a report of the cumulative test results for a group of students. Report options include:

DETAIL-RPT 1

This report shows the "pass" or "needs instruction" outcome for both individual and survey tests and the year the test was taken. (Ex. 1980-81=81) It also indicates which objectives are basic strand.

TESTS TAKEN/PASSED-RPT 2

This report shows the number of tests given and the number of tests passed for each area (comprehension, vocabulary, study skills, and structural analysis) for both basic and standard strand. It reflects testing patterns for groups and individuals.

PERCENTAGE-RPT 3

This report shows the percentage of objectives passed in a total level. It indicates challenge strand eligibility and gives an overview of the testing patterns. It lists all the students in the group in alphabetical order.

COMPLETION RANGE-RPT 4

This report shows the percent of tests passed for basic and standard strand by level. It includes challenge strand eligibility and SRA stanines for reading and Educational Ability Series. It is used to summarize student progress in relationship to all tests at a given grade level. Students are listed alphabetically by groups reflecting percent of level completed (0-24%), (25-49%), (50-79%), (80-89%), and (90-100%).

19. Objective Summary Reports--This report provides a summary of testing by objective. It includes the number of students tested, number passing, the percent of students passing, number of students failing, and percent of students failing each objective. At the building level, the summary for a grade level can provide information useful in selection of instructional materials and teacher in-service needs. At the district level, summaries can provide information useful in identifying tests to be reviewed for possible revision and teacher in-service needs.

Managing Reading by Objectives
Challenge Strand 1-2-3

Interpretation 1			
Exploration 1:1	Literary Style 1:2	Plot 1:3	Mood 1:4
Characterization 1:5	Literary Form 1:6	Word Study 1:7	Critical Reading/ Viewing/Listening 1:8

Self-Directed Reading 2			
Selection and Library Use 2:1	Reading Rate and Purpose 2:2	Following Directions 2:3	Self-Direction 2:4

Creative Application of Reading 3			
Oral/Visual/ Musical Interpretation 3:1	Dramatization 3:2	Written Expression 3:3	Personal Narrative 3:4

Managing Reading by Objectives
Challenge Strand 4-5-6

Interpretation 1		
Mood 1:9	Literary Style 1:10	Plot 1:11
Characterization 1:12	Literary Form 1:13	Critical Reading/ Viewing/Listening 1:14

Self-Directed Reading 2			
Selection and Library Use 2:5	Reading Rate and Purpose 2:6	Following Directions 2:7	Self-Direction 2:8

Creative Application of Reading 3			
Oral/Visual/Musical Interpretation 3:5	Dramatization 3:6	Written Expression 3:7	Personal Narrative 3:8

SUMMARY OF RESEARCH ON FACTORS RELATED TO IMPROVING STUDENT ACHIEVEMENT

Prepared by:

Wayne Neuburger
Beaverton Schools

January, 1981

A series of research studies conducted by Coleman (Equality of Educational Opportunity, 1966) and Jencks (Inequality: A Reassessment of the Effects of Family and Schooling in America, 1972) indicated that the most important factor that contributes to a student's achievement is the socio-economic background of the student's parents. Unfortunately, this research seemed to indicate that schools couldn't do much to effect a student's learning beyond what had already been determined by the student's background. The research quoted by Coleman and Jenck's, however, focused on individual students spread all over the country. If teachers and schools could have an impact on students, it was hidden in the sampling procedures. Since the above research has been conducted,a different approach has been taken to study the impact of teachers and schools. A number of studies have recently been published that have identified what appear to be outstanding schools in terms of student achievement and then have studied what appears to be different about these schools and teachers. This research has identified a number of factors in addition to family background that can contribute to greater achievement on the part of students.

This report is intended to be used as an information source to people who are interested in examining some of the characteristics of effective schools and teaching. It is intended to be a guide that can be used to help determine or reinforce good practices that occur in schools and to identify and improve areas that may not be as effective. Most of the information that is provided was taken from research that relates to Basic Skills teaching in elementary schools. However, there is research presented for secondary schools and areas outside of basic skills, but it is less comprehensive and less conclusive.

In most of the studies that were examined, the approach was to identify schools or classrooms where student achievement was higher than in schools or classrooms with students of comparable ability and SES backgrounds. Some

dealt specifically with inner-city schools and some dealt with schools across a state such as California, New York, Rhode Island, and Michigan. Most of the data was gathered by direct observation or from input from teachers and administrators.

The summary that is reported here does not necessarily reflect an inclusive list of factors related to achievement. Also, the factors identified were not present in all studies. So it is not possible to say that to be a very successful school it is necessary to have all these factors present, nor is it possible to say which factors are essential. They are indicators that have been present in schools that seem to be successful in teaching kids more than one might expect.

The information presented here was taken from the following sources:

Educational Leadership, October 1979, Volume 37, Number 1.

Peterson, Penelope and Walberg, Herber (eds.), Research on Teaching; Concepts, Findings, and Implications. McCutchan Publishing Corporation, Berkley, 1979.

Rutter, Michael, Maughan, Barbara, Mortimore, Peter, and Ouston, Janet, Fifteen Thousand Hours. Harvard University Press, Cambridge, 1979.

The report is divided into three sections. They include: 1) impact of the school administration, 2) factors related to use of time in the classroom, and 3) strategies that teachers can use in the classroom.

Administration

1. Strong principal leadership (for example, schools "being run" for a purpose rather than "running" from force of habit.)

2. Strong principal participation in the classroom instructional program and in actual teaching.

3. High expectations on the part of the principal for student and teacher performance, with the belief that students can master the basic objectives of the curriculum.

4. Feeling of control by the principal over the functioning of the school, the curriculum, and the staff.

5. Principal assumes responsibility for the evaluation of the achievement of basic objectives.

6. Parent involvement in high achieving schools, although not substantively more, tends to be initiated by the parents rather than the school.

7. Greater achievement gains occur in schools where the principal is aware of curriculum deficiencies and differences in teacher performance, and corrective action is taken.

8. Schools with an agreed upon standard of behavior and discipline work better than those in which teachers struggle alone to establish standards for disciplining children.

Time

1. Teachers who allocate more time to a particular content area have students who achieve at higher levels in that content area. Teachers in higher achieving schools spend more time instructing math and reading objectives.

2. The proportion of allocated time in which students are actively engaged in the assigned task is positively associated with learning. (In the study this ranged from 50 to 90 percent in different classes).

3. Students who spend more time in high success activities achieve higher, have better retention of learning over the summer, and more positive attitudes toward school.

4. Effective teachers know how to organize and maintain a classroom learning environment that maximizes the time spent engaged in productive activities and minimizes the time lost during transitions, periods of confusion, or disruptions that require disciplinary action.

Strategies

1. In higher achieving schools, teachers are more satisfied with opportunities to try new things; they were free to choose teaching techniques in response to individual pupil needs.

2. Teachers who believe that instructing students in the curriculum is basic to their role, who fully expect to conduct such instruction and who set about to do so, are more successful than those who don't.

3. Studies of general approaches to instruction consistently reveal that students taught with a structured curriculum do better than those expected to learn on their own or from one another. It appears that most forms of open education or individualized instruction involve unrealistic expectations about the degree to which students in the early grades can manage their activities and learn independently. The instruction that seems more effective involves working with the whole class (or with small groups in the early grades), presenting information in lectures/demonstrations and then following up with recitations or practice exercises in which the students get opportunities to make responses and get corrective feedback. The teacher maintains an academic focus, keeping the students involved in a lesson or engaged in seat work, monitoring their performance, and providing individual feedback. The pace is rapid in the sense that the class moves efficiently through the curriculum as a whole (and through the successive objectives of any given lesson), but progress from one objective to the next involves very small, easy steps. Success rates in answering teacher questions during lessons are high (about 75 percent), and success rates on assignments designed to be done independently are very high (approximately 100 percent).

4. At the upper grades, high ability students achieve better in small groups where they have the opportunity to express what they know verbally. Lower ability students achieved better in large group lecture classes where they worked on seat work individually.

5. Within any grade level, teachers working with low ability students need to move at a slower pace and provide more repetition and individualized monitoring to make sure that overlearning is attained before moving on to objectives that assume prior mastery of present objectives, and to supply greater warmth, encouragement, and personalized teaching generally but less challenge and fewer demands or criticism.

6. Classroom organization and management is important to instruction and successful classroom managers spend a great deal of time early in the year conducting semi-formal lessons to familiarize students with roles and procedures.

7. Effective teaching of basic skills at the secondary level is consistent with results for the elementary: maximum growth is associated with maximizing time on task, instructing the total group most of the time, directing questions to specific students (rather than volunteers), regularly providing feedback, controlling negative behavior, encouraging positive behavior, and using guides and probing questions when students do not know the answer. Negative indicators include grading papers during class time, socializing or allowing students to do so, allowing interruptions and intrusions into class activities, and allowing negative behavior.

8. For math classes, the most effective approach included considerable class time spent in discussion, lecture and drill, and not just individualized instruction or individual seat work; task oriented, businesslike instruction and interaction with students;greater praise of good contributions (although praise was not frequent in an absolute sense); good classroom management; asking process (thought or explanation) questions as well as product (fact or memory) questions.

9. Compared to the elementary grades, the later grades tend to have more large group and whole class activities; less frequent and less affectively toned dyadic teacher-student interactions; less teacher centeredness and more student autonomy; more sustained concentration on academic activities; and a more rapid pace within these activities.

10. In the early grades it's important for the teacher to elicit repsonses from and provide feedback to each individual student (this is why small group instruction is important at these grade levels). Later this individualized (within the group context) instruction is no longer necessary, and it becomes more important for the teacher to keep the whole class together and move along at a good pace. Basic skills have been mastered, and learning objectives do not involve higher cognitive activity, so challenging students with difficult or complex questions is more appropriate. However, learning should be relatively easy—most questions should be answered, and students should be able to complete independent work assignments correctly.

11. Eliciting student contributions, integrating them into the discussions, and praising the more noteworthy ones all become useful techniques that correlate positively with learning gains.

12. Level of question or cognitive demand usually shows a negative correlation with learning in the lower grades (i.e., the higher the level of questioning the lower the achievement). The implication for the early grades seems to be: move in very small steps and overteach to the point of overlearning; move at a rapid pace, but do not challenge students beyond their ability to respond meaningfully.

13. Although students may have preferred learning modality, students should be encouraged to practice in many modalities so a repertoire of learning styles is developed. Teachers need to build into their instructional plan effective pairing of input behaviors. For example, students might "see and say,""diagram and describe" "hear and indicate", or "write and examine."

14. In higher achieving schools, teachers: a) more often modified instruction on the basis of student responses; b) used a vocabulary, oral and written, more appropriate for the age group; c) adjusted the level of questions for different ability levels in the class group, and d) made presentations at a more appropriate level of difficulty for most students.

15. Teachers demonstrated a greater understanding of the structure and substance of the content being taught. They: a) were more specific about the lesson objective; b) were better able to judge accurately the time needed to accomplish that objective; c) made more frequent use of structuring comments as instruction proceeded from task to task; d) better accomplished breaking

the lesson into manageable and logical sequences; and e) more ably anticipated problems in reaching the objective and made accommodations for them.

16. Staff members of improving schools hold decidedly higher and apparently increasing levels of expectations with regard to the educational accomplishments of their students. In contrast, staff members of the declining schools are much less likely to believe that their students will complete high school or college.

17. In improving schools staff members appear more likely to experience some tension and dissatisfaction with existing conditions.

18. Improving school staffs appear to show a greater degree of acceptance of the concept of accountability and are further along in the development of an accountability model.

19. Teachers in classrooms with high gains emphasized regular homework assignments, gave weekly tests, ranked and graded students' work and expected students to be quiet.

20. Higher achieving classrooms were observed to be convivial, cooperative, democratic, and warm, whereas in the lower-achieving classrooms there was more belittling, and shaming of students and use of sarcasm.

21. Research indicates that task focus is very important, and that an intermediate position on pupil freedom is associated with greatest gain, particularly if the teacher has established a structure for the students to select activities related to the learning outcome.

22. The more time teachers or students spend out of the classroom is negatively related to student achievement.

23. Schools in which a greater number of students reported they would feel comfortable discussing personal problems with teachers had better attendance and academic attainments.

24. Students were better behaved in schools where more teachers said they would see children about a problem at any time.

25. Field trips were also significantly correlated with higher achievement, although extra curricular activities and clubs were not.

A RESEARCH GUIDED REPONSE TO CONCERNS OF READING EDUCATORS

Florida Educational Research and Development Council - Spring 1980

Summary-Subskill & Holistic

We do not know whether skilled reading is a holistic process or a set of interrelated subprocesses; researchers have not yet resolved this problem. In this case, we do not think reading educators can wait for resolution. Based on our analysis of reading theory and reading research, we recommend for teaching purposes that reading be viewed as a set of subskills that can be taught and integrated. We feel that development of subskills is important for learning to read and will prove useful to skilled readers when they encounter difficulty in a text.

Summary-Integration & Sequence of Subskills

Our recommendations may seem fairly simple given the complex nature of the questions. They are simple and general by necessity, because there is not enough research in this area to permit us to be more detailed. Instead of being guided by research, they are guided in large part by common sense and experience—our own and that of others whose work we respect.

If students seem to have mastered the subskills of reading and have not become fluent readers, it could be that they have not had enough opportunity to practice newly acquired skills in the context of actual reading. Thus, we recommend that as soon as skills are performed accurately, they should be practiced until they can be performed rapidly and with minimal attention. This should be done using interesting and meaningful materials whenever possible.

If students are not learning reading subskills in the order suggested by program developers, the order could be wrong in general, or it could be wrong for that particular group of students. If the order appears to be incorrect, use the prescribed order as a guide and modify it, using observations and common sense.

Nature of Reading, Cont'd.

Finally, and perhaps most important, remember that being able to perform subskills of reading is not all there is to reading; it is a means for developing reading proficiency and is not reading itself. Thus, we recommend that subskills teaching and practice be balanced with a lot of reading. Use books, magazines, newspapers—anything so long as the students are actually reading meaningful text.

Summary-Word Recognition

Research has demonstrated the importance of word recognition skill for overall reading performance. Observations indicate that at about the fourth-grade level, reading materials begin to get much more difficult, and students are expected to acquire new information by reading. The need for accurate and rapid word recognition becomes greater under these circumstances. For these reasons, we recommend an emphasis on word recognition skills for students who are having difficulty. In addition, we recommend continued instruction in comprehension in all content areas. Students should be instructed in all subjects while working at improving word recognition skills.

Summary-Rules of Syllabication & Reading Skill

Research indicates that teaching rules of syllabication is not a useful technique for improving word recognition. There are so many exceptions to the rules that such instruction may actually cause confusion rather than reduce it.

Reading with good comprehension requires development of strategies for recognizing multisyllabic words. Teaching certain spelling patterns and providing practice in identifying them until they are recognized automatically is one technique for improving word recognition. Although research on this technique is continuing, we think that it is a promising technique and certainly worthy of application in teaching word recognition.

Summary-Reading Readiness

There are some skills that seem to be very important for learning to read. These are often referred to as linguistic awareness skills and include sensitivity to relations between speech, language, and reading; knowing what words and sentences are; being able to manipulate phonemes in words; and understanding the conventions of printed language. A curriculum rich in language activities seems to foster development of these linguistic awareness skills. Reading to children, allowing opportunities for writing, and playing word games, letter games, and so on, are all important in a prereading program.

We highlighted certain auditory or phoneme-level skills that are considered by many to be prerequisite to reading. While mastery of these skills is attained by some children through exposure to more general language activities, research results indicate that specific instruction is often helpful. In general, it appears that good readers are good at auditory perceptual activities, poor readers are not, and reading achievement in the primary grades can be improved by teaching these skills. We recommend that most children be taught sound matching, phoneme segmentation, and other auditory perceptual skills as a part of their early school experience.

Summary-Letter Names

Activities which teach letter names form part of the rich and varied language environment that seems to produce better readers. Young children are proud of their letter name knowledge, and we think that it is a good idea to provide kindergarteners with this sense of accomplishment. Most important, the letter names should be taught during kindergarten because letter name knowledge is necessary for communication between the teacher and the students during reading and language instruction.

Summary-Visual Perception

Research does not support the contention that visual perceptual training which uses nonalphabetic shapes facilitates early reading, but, perceptual activities that involve letters and words are related to reading and writing and should be a part of prereading or early reading instruction. Because most students master them early, these visual perceptual skills should not be a major emphasis of the early reading curriculum.

Summary-Reading Readiness

Cookie Monster, Big Bird, Easy Reader, and Letterman are apparently good teachers. Research results have demonstrated that large numbers of children are watching *Sesame Street* and *The Electric Company* and that the frequent viewers show greater gains in reading and prereading skills than their non-viewing peers. Research results therefore support the practice of using these shows in addition to the traditional classroom reading program and suggest that related follow-up activities will enhance the shows' effectiveness. It is extremely important, however, that teachers carefully evaluate the skill level of each child before including *Sesame Street* or *The Electric Company* in the reading instructional program. If the skills being covered on a given program segment have already been mastered by individual students, we think that alternate instruction during viewing time would be more advantageous for them.

Summary-Reading Readiness Tests

Reading readiness test scores can be used to predict reading achievement, but in general these scores are no better as predictors than teachers' judgments, mental ability test scores, or even scores on tests of numerical concepts. Because of the nature of most reading readiness tests, they probably are not useful for diagnosis of specific skill deficiencies or for planning the precise course of instruction. These decisions are made more reliably on the basis of children's actual prereading and reading classroom performance. For this reason we recommend selection of readiness tests with formats that closely approximate the classroom learning situation. Selection of a readiness test that includes measurement of phoneme analysis skills is also advised. Along with other sources of information, reading readiness test scores can be used to make tentative decisions about grouping for classroom instruction, and they can be helpful in identifying children who may have trouble learning to read and would benefit from early intervention.

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Relationship Between Decoding and Comprehension

A precise formula for combining decoding and comprehension instruction in the early grades is not possible. But, comprehension will suffer if decoding is not automatic. Consequently, we recommend that expert and automatic decoding be a primary goal of early grades reading instruction.

We think that it is also important and possible to develop decoding and at the same time stress comprehension. Two of many possible ways to combine decoding and comprehension instruction in early grades are (1) expose students to materials and teaching techniques that require demonstration of comprehension and (2) have students apply their newly acquired decoding skills to the reading of enjoyable books.

Summary-Phonics or Whole Word Approach

Despite the difficulties in conducting and interpreting research on reading program comparisons, the results tend to favor early and systematic code instruction over a whole word approach. Therefore, we recommend that early reading instruction include an emphasis on the alphabetic code. We do not think that teaching coding skills is sufficient to produce good readers and strongly suggest that instruction include reading words in context and a good deal of attention to meaning.

Summary-Language Experience Approach

The research results currently available suggest that an initial instructional emphasis on the alphabetic code results in good word recognition skills. Based on this evidence, code teaching is recommended in beginning reading instruction. The language experience approach appears to be as effective a means of teaching initial reading as the traditional whole word or basal method and could be incorporated as part of a total early reading program.

The language experience approach is not as thoroughly researched and evaluated as code-based methods. Therefore, until results based on more comprehensive research are available, we cannot make definitive statements regarding the most effective use of the language experience approach in the elementary classroom.

Outcomes

A quarterly newsletter of the Network for Outcome Based Schools

Spring, 1981 Vol. 1, No. 1

This is the inaugural issue of a quarterly newsletter produced by the Executive Committee of the Network for Outcome-Based Schools through the technical and financial assistance of the American Association of School Administrators. The Network was officially formed in February, 1980 through the collaboration of researchers and practitioners interested in further developing and utilizing the promise inherent in Mastery Learning and Competency Based instructional approaches. Its members are committed to helping each other better understand the nature, effects, and implications of "Outcome-Based" systems, and, thereby, to introducing and implementing them to the maximum benefit of students, staff, and the society at large.

In May, 1980 twelve Network members met at AASA Headquarters to draft statements reflecting the "Philosophical Premises" and "Operational Essentials" of Outcome-Based practice. These initial documents were substantially revised at the Network's October meeting in Denver, and, after broad circulation and thorough examination, were again revised in January, 1981 by the Network's Executive Committee. This consensus view of what Outcome-Based practice represents and embodies has been widely circulated. These statements, reproduced below, represent ideals toward which our practical efforts are directed.

Philosophical Premises Underlying Outcome-Based Practice

1. Almost all students are capable of achieving excellence in learning the essentials of formal schooling.

2. Success influences self-concept; self-concept influences learning and behavior.

3. The instructional process can be changed to improve learning.

4. Schools can maximize the learning conditions for all students by:

   a. establishing a school climate which continually affirms the worth and diversity of all students;
   b. specifying expected learning outcomes;
   c. expecting that all students perform at high levels of learning;
   d. ensuring that all students experience opportunities for personal success;
   e. varying the time for learning according to the needs of each student and the complexity of the task;
   f. having staff and students both take responsibility for successful learning outcomes;
   g. determining instructional assignment directly through continuous assessment of student learning; and
   h. certifying educational progress whenever demonstrated mastery is

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Operational Essentials of Outcome-Based Schools

The following program components must be present in order to implement an authentic Outcome-Based learning system:

1. Publicly determined and stated learning outcomes for all students.

2. Derived from these learning outcomes, a criterion-referenced assessment system which documents, records, reports, and awards credit for student attainment.

3. Derived from these learning outcomes, objectives-based core and alternative curricula.

4. Derived from these learning objectives, a systematic process for planning and providing instruction appropriate to each student and for engaging the student until learning outcomes are attained. This systematic process includes:

   a. assessing current student skills/learning for instructional assignment;

   b. analyzing the content of each objective so that instructional strategies match assessment;

   c. when appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;

   d. orienting students to the objective(s) to be learned;

   e. initial teaching to the objective(s) which provides varied approaches, adequate practice time, and multiple opportunities for learning and success;

   f. assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives;

   g. for those who attain mastery, progressing to the next objective or offering extension/enrichment; and

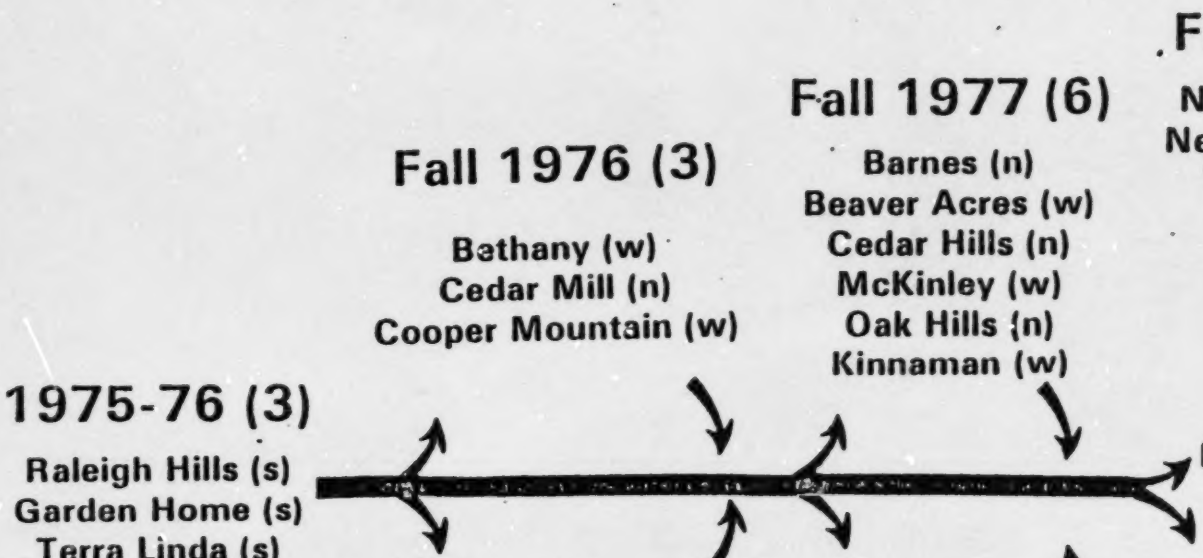
   h. for those who do not attain mastery, providing correctives, using different teaching strategies, until outcomes are attained.

5. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.

6. An evaluation/certification system which allows students to demonstrate and receive credit for improved levels of performance at any time.

7. A program evaluation component which guides instructional planning by comparing the learning outcomes of program graduates with the performance demands of post-school roles.

Inservice Model



1975-76 (3)

Raleigh Hills (s)
Garden Home (s)
Terra Linda (s)

Fall 1976 (3)

Bethany (w)
Cedar Mill (n)
Cooper Mountain (w)

Spring 1977 (5)

McKay (s)
Montclair (s)
Raleigh Park (s)
Ridgewood (n)
Rock Creek (w)

Fall 1977 (6)

Barnes (n)
Beaver Acres (w)
Cedar Hills (n)
McKinley (w)
Oak Hills (n)
Kinnaman (w)

Spring 1978 (6)

Aloha Park (w)
Chehalem (w)
Hazeldale (w)
Sunset Valley (n)
William Walker (n)
West TV (n)

Fall 1978 (5)

New Teachers (w)
New Teachers (n/s)
Title I Teachers
(Chapter I)

Greenway (s)
Fir Grove (s)
Vose (s)
Hiteon (s)
Merle Davies (s)

1980-82 New

Elmonica (w)
Errol Hassell (w)

w west administrative area
n north administrative area
s south administrative area

Beaverton School Board Policies Supporting Instructional Outcomes

- Statement of Philosophy and Instructional Goals
- Inservice Education for Professional Staff
- Selection of Instructional Materials
- Administration of Tests to Students
- Community Volunteers

Statement of Philosophy and Instructional Goals

Philosophy

The educational program of the Beaverton Schools is designed to help provide a framework within which each student may attain his/her highest fulfillment as an individual and as a responsible member of our society. Students must be prepared to encounter the daily challenge of the present environment and to resolve the constantly changing problems of the future.

Education is a continuous process that involves the acquisition and application of knowledge, skills and attitudes. Since students vary in ability, aptitude, cultural background and motivation, the schools must provide varied and adaptable educational programs. The schools become partners with the home, the church, and other community forces in the educational development of the students.

In order to accomplish the following instructional goals, the Beaverton Schools must establish a climate of educational excellence that will provide the stimuli and challenges the student needs as he/she seeks self-fulfillment, and provide a realization that school life is a part of the never-ending process of individual growth and learning.

It is this statement of philosophy from which the instructional goals of the Beaverton Schools are derived. School policy, regulations, and procedures must be consistent with the goals. Therefore, implementation of the goals must not be limited to particular classrooms, but be understood as applying to all school situations.

Instructional Goals

Help students to develop skills in reading, writing, speaking and listening.

Help students to learn and develop skills in arithmetic, use of numbers or mathematics.

Help students to evaluate, digest, and use information properly and effectively.

Help students to develop the desire to continue learning throughout life.

Help students to learn respect for humanity and the dignity of others with whom we live and work.

Help students to develop skills, attitudes and information to help them select their job or life roles.

Help students to develop emotional well-being and a sense of personal worth.

Help students to develop attitudes and skills relating to responsibility and responsible behavior.

Help students to understand and exercise their rights and responsibilities of citizenship.

Help students become effective managers of money and property.

Help students to examine spiritual, moral and ethical values.

Help students to develop awareness and understanding of the balance between man and his environment.

Help students to develop physical well-being and a knowledge of their bodies.

Help students to acquire skills and understanding of the natural sciences.

Help students become proficient in the manual skills of daily living.

Help students to understand how our society functions and changes.

Help students to understand and practice the skills of family living.

Help students to appreciate culture and beauty in the world.

Help students to make good use of leisure time.

Beaverton School Board
October, 1975

INSERVICE EDUCATION FOR INSTRUCTIONAL STAFF - 4000-15

Inservice education consists of those activities which are specifically designed to provide additional knowledge and skills for instructional staff which will enable them to be more effective in directing teaching-learning activities.

District and Multischool Inservice Education

The direction for the District inservice education is provided by School Board policy, the superintendent, and his/her staff.

The deputy superintendent of instruction is responsible for determining, planning, budgeting, directing, and evaluating all District and multischool inservice education activities. Specific emphasis will be placed on providing experiences for instructional staff in the development of teaching-learning process skills and curriculum expertise. Child development, learning theory, learning processes, teaching strategies, human relations, use of equipment and materials, curriculum content, and evaluation are the focus for inservice activities.

Individual School Inservice Education

The direction for individual school inservice education activities shall be provided by the principal in monitoring and assessing the implementation of instructional programs by the school staff.

The principal shall be responsible for planning, directing, and evaluating school inservice education activities. Inservice program proposals relating to curriculum and instruction must be reviewed by the deputy superintendent of instruction and approved by the appropriate director of operations.

Inservice program proposals relating to topics such as staff utilization, communication, and interpersonal relations skills are the responsibility of the principal and his/her director.

Inservice education proposals should be associated with the budget process and be submitted on the District's program proposal forms. The deputy superintendent will, at appropriate times, distribute information to identify areas of emphasis, establish time lines, and provide other necessary data.

Selection of Instructional Materials

Instructional materials implement, enrich, and support the educational program of the School District. To this end a wide range of materials with diversity of appeal, points of view, and levels of reading ability will be provided.

The responsibility for the selection of instructional materials is delegated to the superintendent. The selection of instructional materials shall implement the following objectives:

1. To provide a comprehensive collection of materials which will implement, enrich, support, and extend the curriculum, and encompass the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students.

2. To provide materials which will stimulate growth in the areas of factual knowledge, critical thinking, literary appreciation, and aesthetic values.

3. To provide materials representative of the contributions of all people, regardless of age, sex, religion, ethnic or cultural origin.

4. To provide for coordination of instructional materials between and within elementary, intermediate, and high schools.

5. To provide a background of information which will enable students to make intelligent judgments in their daily lives.

6. To provide materials on controversial issues which will enable students to develop, under guidance, critical analysis of media.

7. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of materials for all students.

8. To involve teachers, administrators, students, and residents of the community in the development of criteria for the selection of materials. Criteria developed by Beaverton School District 48 must not be in conflict with criteria approved by the Oregon Board of Education.

9. To provide procedures whereby residents of the community may question the use of particular instructional materials in the schools.

The superintendent is instructed to develop procedures to implement this policy.

Adopted 10/23/67
Revised 2/14/72; 2/9/76

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SELECTION OF INSTRUCTIONAL MATERIALS - 6000-20

The Beaverton School District 48 Board delegates the responsibility for selecting instructional materials to the superintendent. Policy also states that teachers, administrators, and residents of the community shall be involved in the process.

Procedures for Selection of New Instructional Materials for Multiple School Use

The deputy superintendent for instruction shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task, and making the final decision when instruction materials for multiple school use are selected. While the specific procedure may vary depending upon the particular subject area under study, the following elements shall be present:

1. Teachers will be involved in determining the need for adopting new instructional materials and the major areas in which the District should begin the selection process.

2. A committee consisting of teachers, administrators, students, local school committee members, and other residents of the community will be established to develop criteria to be used in the selection of instructional materials. The criteria developed must be consistent with existing Board policies and must not conflict with criteria developed by the Oregon Board of Education.

3. A committee consisting of teachers and administrators will be established to review available materials and recommend not more than five programs or sets of materials which meet the developed criteria.

4. The deputy superintendent for instruction will review and approve programs or sets of materials submitted by the above committee and provide each school with copies of the approved materials.

5. The materials under consideration shall be available throughout the District for a period of time, not less than two weeks, for interested residents of the attendance area to review, study, and make suggestions, if they wish. Comments and recommendations from community residents will be given thorough consideration. (The Instruction Division will prepare standard comment sheets for use by the public.) Information concerning the availability of materials for review will be sent home in the usual written communication procedures used by individual schools. In addition, the coordinator of curriculum will prepare appropriate notices to be placed in local newspapers and the District #48 Report.

6. Teachers and administrators and at least one high school student when high school materials are being considered will choose instructional materials for use in their particular school from among the materials approved by the deputy superintendent for instruction.

Instructional Materials Selection (continued) - 6000-20

Procedures for Selection of New Instructional Materials for Single School Use

1. The principal shall decide whether a review committee is necessary. If the principal decides a review committee is necessary, the teachers from the subject area being considered shall be selected for that committee.

2. Instructional materials selected for use in a single school must meet the same criteria as materials selected for multiple school use.

3. The principal or his/her designee has the authority to approve or reject instructional materials for use in a single school.

4. In the event the material is rejected, the teacher may appeal the rejection through administrative channels.

Procedures for Selection of New Instructional Materials for Use in a Single Classroom or by a Single Teacher or by a Department for Short-Term Projects

1. An individual teacher often needs to select and use instructional materials that are unique to his/her particular course or lesson objectives. These materials are often used on a limited or even a one-time basis.

2. Individual teachers will select their own materials for use on a limited or infrequent basis. The teacher will give careful consideration to the materials selected in terms of the educational objectives to be met and the nature of the students using the material.

3. Instructional materials selected for use by a single teacher must meet the same criteria as materials selected for multiple school use.

4. The principal or his/her designee has the authority to approve or reject instructional materials used in that school.

5. In the event the material is rejected, the teacher may appeal the rejection through administrative channels.

Procedures for Selection of New Instructional Materials in the Instructional Materials Center (IMC) at the School Building Level and the Curriculum Materials Center (CMC) at the District Level

1. The appropriate teachers and librarian shall recommend to the principal materials to be acquired for use in the IMC. The principal or his/her designee has the authority to approve or reject materials for use in the IMC.

2. The media specialist or appropriate personnel shall recommend to the supervisor materials to be acquired for use in and distribution through the CMC.

Instructional Materials Section (continued) - 6000-20

3. Instructional materials selected for use in an IMC or the CMC must meet the same criteria as materials selected for multiple school use.

4. The District librarian has the authority to approve or reject materials for use in the CMC.

5. In the event that material is rejected, a teacher may appeal the rejection through regular administrative procedures.

Administration of Tests to Students

Tests given in Beaverton schools are of various types including tests of intelligence, achievement, interest, aptitude, and personality.

Intelligence - tests which measure general knowledge and the student's ability to reason out solutions to concrete and abstract problems.

Achievement - tests which measure the student's ability to understand and apply factual knowledge in various subject areas.

Interest - tests used for career or occupational guidance by clarifying the kinds of likes and preferences a student has for job-related factors.

Aptitude - tests used to determine the particular set of skills or abilities a student has related to work in different career fields.

Personality - tests used to assess a student's character traits, attitudes or dispositions to behave in certain ways as compared to the character traits, attitudes or behavior of others against whom the particular technique is said to have been standardized.

Tests are instruments used to assist decision making on the part of students, parents, the public, professional staff, and the School Board. They are used to:

a. Assist in making decisions about the effectiveness of school programs.

b. Assist in determining the attainment of specified eduational outcomes.

c. Provide information about students to themselves, to parents, and to the school staff to assist them in making decisions about programs of benefit to the student.

No individual intelligence test (as opposed to group tests of intelligence) or any test of personality will be given to any student without the written permission of the parent.

All tests given in the District will comply with Oregon Administrative Rule 581-22-602 and 581-22-606.

Adopted 6/27/77

ADMINISTRATION OF TESTS TO STUDENTS - 6000-29

As specified in the Board Policy 6163.2, student tests are used to:

1. assist in making decisions about the effectiveness of school programs;
2. assist in determining the attainment of specified educational outcomes; and
3. assist in making decisions about programs of benefit to students by providing information about students to themselves, parents, and school staff.

The types of tests used to assist in making these decisions include intelligence, achievement, interest, aptitude, and personality tests. However, these tests shall not be used as the sole criterion for placement of students in educational groups or tracks.

(from 6000-21)
Oregon Administrative Rule 21-030, Limitations on Administration and Utilization of Tests in Public Schools became effective September 1, 1974. The rule, which prescribes certain limitations on administration and utilization of tests, is mandatory. The basic elements of the rule are included in this regulation.

Intelligence tests are used to assist in making decisions about programs of benefit to students. They are used primarily for screening students for Talented and Gifted (TAG) programs and identifying students eligible for special education programs.

Group administered intelligence tests may be given without permission of the parents provided all students in the school or at a grade level are administered the test (i.e., to identify talented and gifted students). Teachers should administer these tests in accordance with procedures outlined in the administration manual.

No individual intelligence test will be given without the written permission of the parent. These tests are given to identify students eligible for special education programs, as part of general psychological testing, or in cases of appeal for admission to the TAG program. All individual intelligence tests must be administered by a member of the Psychological Services Department.

Achievement tests are used to assist in making decisions about the effectiveness of school programs, determining the attainment of specified educational outcomes, and to assist in making decisions about programs of benefit to students. They are also used to communicate the academic progress of students to parents, the School Board, and the community.

A standardized norm referenced test is administered in the spring to all students in grades three through nine. Individual student results from this test

Administration of Tests to Students (continued) - 6000-29

Achievement Tests (continued)

are sent to the school for the student's file and a copy is sent to the student's parents. This individual report is used to help identify a student's eligibility for the TAG program, to inform the parents of the student's achievement compared to students nationally, and to help place a student in an appropriate instructional program.

School and District reports are prepared for dissemination to school staffs, Local School Committees, and to the public. These summaries help to identify where a school or the District is performing well or may need to work on its instructional program. These reports should not be used to compare the effectiveness of the program at one school to another. Many circumstances affect these scores that cannot be reported in these summaries.

The office of the coordinator of program evaluation schedules the administration of these tests.

Schools may wish to test at other grade levels besides those tested on a District level. These tests may be scheduled through the office of the coordinator of program evaluation (ext. 483).

Screening of student achievement or readiness may be performed by schools. There are no District tests for this purpose, but the office of the coordinator of program evaluation will provide tests upon request and within budget limitations.

Locally developed criterion referenced tests are also administered on a District basis. These tests are used for several purposes. They provide information to teachers about the skill attainment of the students in their classes in order to help them make instructional decisions. They are also summarized on a school level to help determine a school's effectiveness in teaching these skills so that program improvement may take place.

Parental permission for administering an achievement test is not required unless the results are to be used only for students being evaluated for special programs (i.e., Title I, TAG, Learning Disabilities).

Interest and aptitude tests are used to assist in making decisions about programs of benefit to students. These tests are most often used for guidance and counseling activities to assist students in making education and career plans. Some tests such as the General Aptitude Test Battery (GATB) require special training for administration and must have a signed contract with the Department of Education before using. Others such as the Strong-Campbell Interest Inventory do not require special training for administration. Prior to administering a test of this type, such requirements should be reviewed.

Administration of Tests to Students (continued) - 6000-29

Achievement Tests (continued)

Interest and aptitude tests may be administered without parental permission, if the tests are available to all students in a school, grade, or class. The test results should be made available to the student, the student's parents, and placed in the student's file.

Personality tests are used to assist in making decisions about programs of benefit to students. These tests are given in conjunction with a counseling program for a student. They are given only upon written permission of the parent. The tests must be given by a licensed school psychologist, who must interpret the results to the student and his or her parents. These results are behavioral records and access to them is limited in accordance with District regulations.

December 1978
Revised July 1982
Revised July 1983

Community Volunteers

It shall be the policy of the Beaverton School District to encourage the utilization of community volunteers in the schools for the primary purpose of enriching the educational opportunities for all students.

The superintendent is instructed to develop administrative regulations to implement this policy and provide guidelines for the management of the community volunteer program, recruitment of and training of volunteers, and the training of professional staff in the utilization of volunteers.

Adopted 5/12/75

COMMUNITY VOLUNTEERS IN THE SCHOOLS - 6000-23

The Beaverton School District supports the utilization of community volunteers in both instructional and non-instructional roles.

Recruitment:

1. Recruitment procedures may be established at the school level or by a grouping of schools, e.g., an intermediate school and its feeder elementary schools may utilize a combined recruiting approach.

2. Principals may authorize the recruitment of volunteers for any purpose that is in accord with District policies and regulations.

3. Volunteers will not receive remuneration.

Training for Volunteers and Staff:

1. Short-term activities - These volunteers will receive information and training as needed regarding professional conduct and school rules.

2. Long-term activities - Activities that occur on a regular basis - The principal or the administrator designated for a school grouping will be responsible for informing and/or training the volunteer in the following areas:

    a. appropriate District general policies and regulations
    b. emergency and safety procedures
    c. confidentiality rules
    d. school routines
    e. instructional role - content, procedures, and philosophy

3. The principal or the administrator designated in a school grouping will be responsible for training all staff members in the productive utilization of volunteers. Team training is required.

4. The Instruction Division will provide general training for volunteers who desire training for future volunteer activity in any of our schools, the central office, and other District facilities.

Public Relations:

The media will be used to solicit volunteers for formal and informal programs.

The parent teacher organizations/associations will be requested to give assistance and will be furnished needed information. Other groups such as the League of Women Voters, senior citizen groups, and other appropriate agencies and groups will be given information. Specific situations in which volunteers can be used will be furnished to these groups in an attempt to solicit help.

Community Volunteers in the Schools (continued) - 6000-23

Evaluation:

The volunteer program, both formal and informal, will be evaluated annually by the Instruction Office. The numerical adequacy of the program, as well as the quality of services rendered through the volunteer program, will be evaluated. The Instruction Division will prepare an annual report to the School Board on the District volunteer program.

READING SKILLS PROGRESS REPORT
BEAVERTON SCHOOLS

Dear Parent:

This report lists the progress your child has been making in reading. During the year the teacher tests your child on reading skills. Additional help will be given if he or she has not mastered the skills tested. If your child changes teachers or schools, it is possible for the new teacher to quickly see from this report the reading skills on which your child has been receiving reading instruction.

The reading skills are listed down the left-hand side and middle of the report. They include Comprehension, Vocabulary, Structural Analysis of Words, and Study Skills. If your child is also receiving instruction in Phonics, this report indicates how many of the phonics skills your child has mastered. Listed across the top of the report are the reading or skill levels that are included in the program. They range from preprimer (PP) level reading materials to grade six reading materials. The level of reading material may be below, at, or above your child's grade level in school. Also, if your child has mastered the skills at grade level, he or she may be in a special program called the Challenge Strand, which allows your child to extend these reading skills in various ways. An "X" will be marked next to Challenge Strand at your child's grade level if he or she is involved in this program.

The skills your child has passed will be marked on this report with a "P". An "I" indicates the need for further instruction. Some of these tests may have been taken in previous years. In that case, following the "P" or "I" is a number. The number means the test was given in the school year that ended in that number. For example, if a 2 appears, it means the test was given in the 1981-82 school year, a 3 would mean the 1982-83 school year, etc.

At the bottom of the report are your child's latest Science Research Associates (SRA) reading test scores in Comprehension and Vocabulary, as well as SRA language scores including mechanics, usage, and spelling. Listed on the report is the national percentile rank and stanine of your child. The percentile rank indicates the percent of children nationally your child surpassed on this test. The stanine score groups students into achievement levels. Usually, students who have a 1, 2, or 3 stanine are below grade level and are receiving special help. Students with a 4, 5, or 6 stanine are at grade level and progressing at an average rate. Students with a 7, 8, or 9 stanine are usually achieving above grade level and progress at a faster rate.

If you have any questions about the report or your child's progress, please call the principal of your child's school.

Sincerely,

Boyd Applegate
Superintendent

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Everybody Gets into the Act!

Community
School Board
Superintendent
Deputy Superintendent (Instruction)

Elementary School
Principal
Learning Disabilities Teacher
Classroom teachers
Instructional Management Aides
Media Specialists

Special Education Personnel
Chapter I Aides
ESL Teachers

Cross grade level building team

Challenge strand planning team

Curriculum Coordinator
Instructional Management Specialist
Evaluation/Program Planning
Assistant Secretary

Intermediate School
Personnel

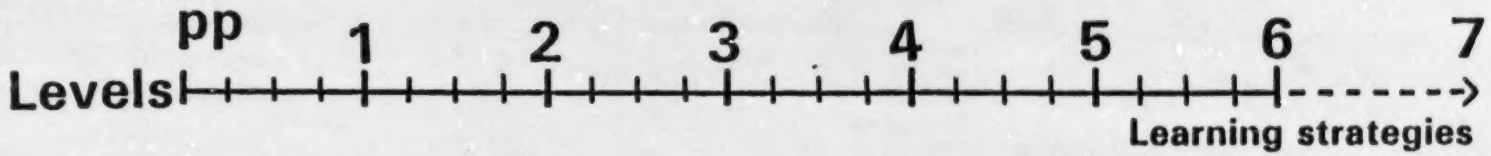
Data Processing Center Personnel

Curriculum Materials Center

Print Shop Personnel

Volunteers

Reading Progress Grades 1-7



Instructional groups

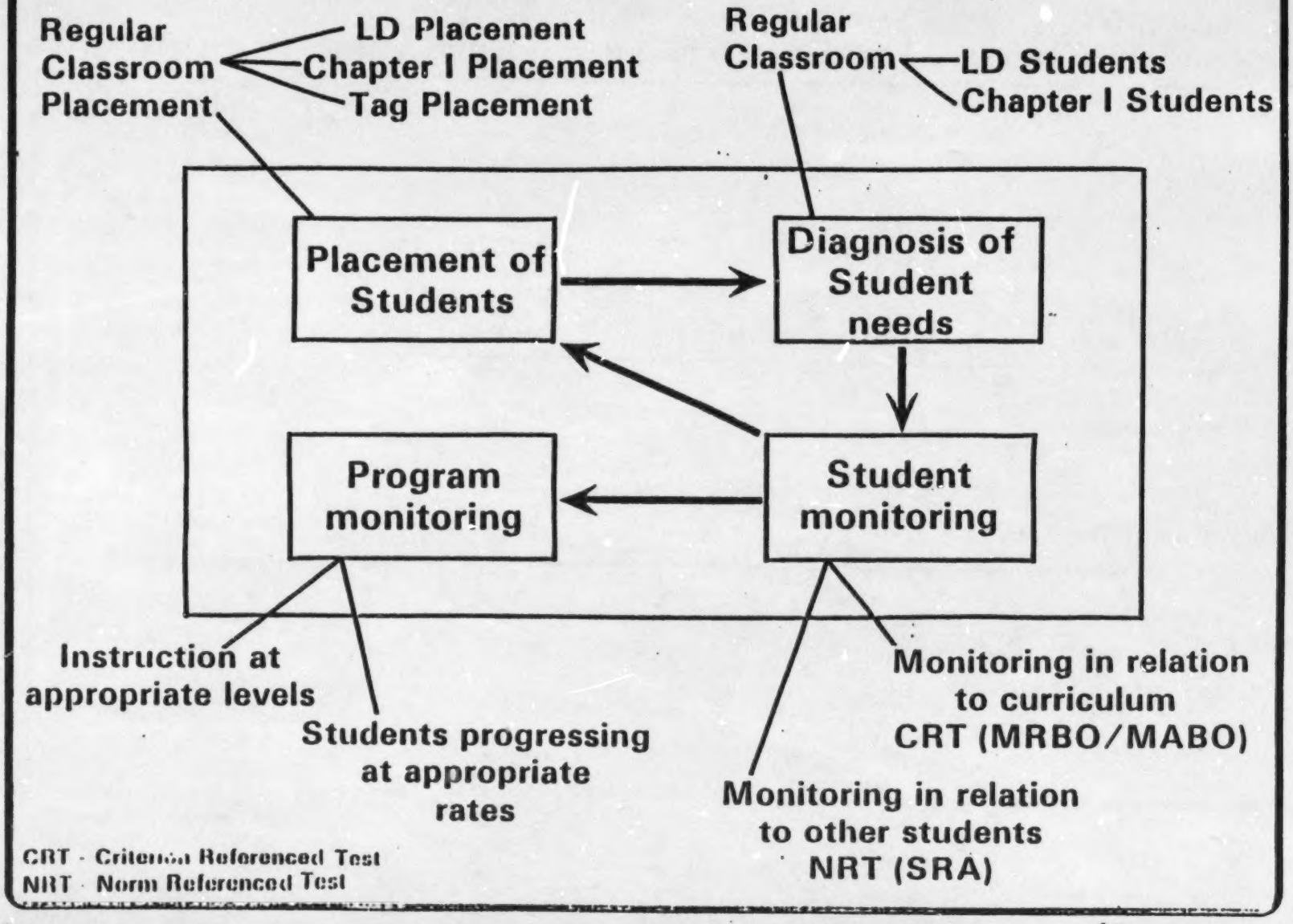
Basic Strand	Standard Strand	Challenge Strand
LD ESL		TAG

Reading Progress

Knowledge of Skills	Comprehension	Application	Analysis Synthesis Evaluation

LD - Learning Disabilities
ESL - English as a Second Language
TAG - Talented and Gifted

School Testing Process



Use of Student Information for Program Planning

Building → District

Reading Skills Profile (Individual)
Pass/Instruct Report
Group Status Report

- Class record
- Tests taken/tests passed
- % of objectives completed
- Completion range report (instructional groups) → Intermediate School Feeder area reports for 6-7 transition

Includes summary information:

Basic strand Standard strand Level 4-5-6 | Challenge strand participation | SRA Stanine Rdg EAS | Comments special needs

Objective summary reports → Monitoring for:

- Reading
- Math

- inservice needs
- test revision recommendations

SRA - Science Research Associates
EAS - Educational Ability Series

MATH SKILLS PROGRESS REPORT
BEAVERTON SCHOOLS

Dear Parent:

This report lists the progress your child has been making in math. During the year the teacher tests your child on math skills. Additional help will be given if he or she has not mastered the skills tested. If your child changes teachers or schools, it is possible for the new teacher to quickly see from this report the math skills on which your child has been receiving instruction.

Across the top of the report are the levels of the skills. There are two reports, one covering the skills in levels one through four and one that covers skills in levels three through six. You will have only one report depending upon the skill level of your child. Under the levels are the skills included for that level. They are grouped under the major headings of number concepts, communicating ideas, estimation and approximation, computation, problem solving and applications, geometry, measurement, graphs and charts. The level of math skills may be below, at, or above your child's grade level in school.

The skills your child has passed will be marked on this report with a "P." An "I" indicates the need for further instruction. Some of these tests may have been taken in previous years. In that case, following the "P" or "I" is a number. The number means the test was given in the school year that ended in that number. For example, if a 2 appears, it means the test was given in the 1981-82 school year, a 3 would mean the 1982-83 school year, etc.

At the bottom of the report are your child's latest Science Research Associates (SRA) math test scores in math concepts, computation, problem solving, and math total score. Listed on the report is the national percentile rank and stanine of your child. The percentile rank indicates the percent of children nationally your child surpassed on this test. The stanine score groups students into achievement levels. Usually, students who have a 1, 2, or 3 stanine are below grade level and are receiving special help. Students with a 4, 5, or 6 stanine are at grade level and progressing at an average rate. Students with a 7, 8, or 9 stanine are usually achieving above grade level and progress at a faster rate.

If you have any questions about the report or your child's progress, please call the principal of your child's school.

Sincerely,

B Applegarth

Boyd Applegarth
Superintendent

BEST COPY

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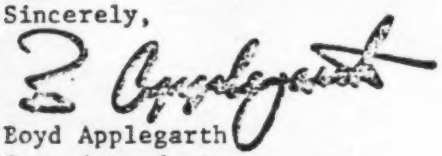

Boyd Applegarth
Superintendent

BEST COPY

BENEFITS OF A DISTRICT INSTRUCTIONAL MANAGEMENT SYSTEM

For Students:

- Progress at their own rate
- Know areas of strength as well as weakness
- Gain confidence as each objective is mastered
- Challenged to work beyond the basics

For Parents:

- Can expect standards exist in each classroom in the Beaverton District
- Know what the reading skills are that their child must learn and the specific skills on which their child is working
- Are assured there has been no unnecessary overlap or omission in their child's reading instruction between levels and between schools

For Teachers:

- Can determine when a student has mastered a skill
- Can pinpoint where students need instruction and identify the kind and variety of different materials needed
- Can talk to students and/or parents about what needs to be learned and progress made
- Can ensure students have mastered the basics before they move into more challenging materials
- Can focus on teaching toward an instructional objective

For Schools:

- Data on every child allows teachers and administrators to group and regroup students according to instructional needs.
- Data can be shared among teachers from one grade to another.
- Calling reading elements by the same names allows Chapter I teachers, media specialists, instructional aides, and volunteers to communicate with the classroom teacher to meet the needs of different groups of students in the school.
- Instructional materials in each building can be used more efficiently.
- Purchase of additional materials can be focused on specific needs of students.
- The building principal can be aware of the needs of all children in the school.
- Special education teachers can create Individual Education Plans (IEPs) to relate to what regular classroom teachers are covering in the classroom.

(over)

For the District:

- It ensures that students across the district learn the same basic skills.
- It provides precise, up-to-date information about a student's achievement that can be easily communicated to staffs in other schools. As students move between schools they can be easily placed in the instructional program.
- The adoption and purchase of instructional materials can be focused on the instructional objectives of the program. Unique objectives can be maintained regardless of those in adopted textbooks.
- Identification of weaknesses in the instructional program can be more precise. Identification of materials and the inservice of staff can be more focused.
- Communication is better between elementary and junior high schools regarding the needs of students who are moving between the two levels. This helps ensure that students who need special assistance at the junior high school continue to receive the help they need.

EVALUATION OF READING PROGRAM

Beaverton Schools
1984

INTRODUCTION

In attempting to evaluate any instructional program, it is important to consider, not only the results and the components of the program, but also the input into the system. During the past eight years the Beaverton School District has made a concerted effort to improve its reading program. During this time personnel in the district have also noted a change in the population of students entering the district with more English as a Second Language students, students with emotional problems and students from low income families. These are usually students whose achievement is below average.

Beaverton Schools, over the last eight years, has implemented several efforts to maintain a good reading program. Included were the following activities:

- Established an instructional management system that included a set of expected student outcomes and a testing system to monitor a student's progress through this set of expectations.
- Developed a computer system to help teachers manage this information.
- Provided inservice to staff on the teaching of reading to learning disabled students and to able students who mastered the basic skills in reading at a faster rate.
- Established a challenge program for students who had mastered the basic skills in reading to provide them instruction in higher level thinking skills.

In the evaluation of this program, we will look at the trend of achievement of students in the district over the last four years in relationship to changes in the student population. During the last four years students in grades three through nine have been tested with Science Research Association (SRA) achievement battery. The only students excluded were ones who were mentally retarded or those with very limited English.

RESULTS

Over the past four years the reading achievement of students from the Beaverton School District has improved slightly. During that time the percent of students who were achieving below average (scored below the 24th percentile) in Vocabulary and Comprehension has decreased slightly with less than 10 percent of the students in this range. At the other end, the percent of students achieving above average (scored above the 76th percentile) has been increasing slightly with more than 40 percent of the students scoring at this level.

During this same time the number of students in the English as a Second Language program increased from 289 students to 581 students. From 1981 to 1983 the number of students on free lunch increased from 1461 to 1885. In the program for Seriously Emotionally Disturbed the number of students increased from 112 to 251. The numbers in the Learning Disabled (LD) program went from 1056 to 1127, but during the 1980-81 year peaked at 1305. After this year the procedures for identifying LD students changed and the numbers decreased, although the students who previously would have received service were still in the system in regular classroom programs. Although each one of these changes is not dramatic, the sum of these changes can represent a change of 5-10 percent of the students at the grades tested. Instead of the below average group of students in reading increasing as these other populations have increased, it declined slightly over this same time frame.

The trend of achievement scores improving while the populations of students who traditionally score poorly are increasing would indicate that the efforts of the Beaverton School District with their reading program has paid dividends in better reading achievement.

Savings Through a Systems Approach